National Congress Bulletin

JANUARY 1961 • PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 11 • VOL. 28, NO. 5

Dear P.T.A. President:

". . . AND A HAPPY NEW YEAR!"

» Once again pencil, paper, newsprint, and mail are the instruments by which my thoughts reach you "wherever you are." May they truly have meaning for you in this January of 1961.

» I wish that I could transmit to you my conviction that the organization which has brought us into this letter-writing relationship is one of the amazingly influential forces in modern life. Its status has not been conferred; it has been earned. I do not know all that your P.T.A. has done this year, but suppose you were to select a minor achievement and multiply it by 47,000. Consider what a difference it would make in the lives of boys and girls throughout our country. Then think of the most important piece of work you have done this year and multiply it by as many thousands. Who could fail to grasp what a mighty force we are?

» Parent education study groups have strengthened families. Contacts between parents and teachers have helped both groups to understand the children and youth who are the center of their interests and responsibilities. Schools have been and are being built; youth groups, organized and increased. The community has come to know more of the needs of its children. Libraries, recreation programs, art centers, nature and science clubs have been established and funds secured or volunteer leadership provided. All these activities —over and over again in forms varied to suit local needs— have engaged the time and energy of P.T.A. members.

» All this sounds like an old story, and an old story it is. Year after year these things happen quietly, persistently, affecting children as they grow and their parents as they too develop. I want very much to have you "see it large"—this P.T.A. of ours.

» Not only do my thoughts dwell on our organization but on our country. These are crucial days, and we need to know about what goes on in the world. Somehow we used to think of the world as being largely Europe and Asia. Now suddenly we have to include another continent, Africa, and South America, which we once thought of as just a part of our hemisphere. Thus our conceptions change.

» But even though the complications of this world often confuse us we must seek to grow in knowledge and perception. At the same time we must reckon with the realization that these children, whom we hold so dear, for whom we want to provide so well, must have a much deeper and broader background of knowledge than we will probably ever have. Not for their own sakes only but for the advancement of our country and even the world they must possess a sturdy moral and spiritual fiber that will not break under stress; emotional stability that can withstand confusion and uncertainty; an education that has not been limited to facts but has developed their powers of thinking; and a social sense that compels them to make a community or a world better than it is.

Mrs. James C. Parker

» This is a very large order, requiring the most dedicated efforts of all of us. The P.T.A., for its part, can muster the combined talents and experience of its fathers and mothers and teachers and employ them—or sometimes deploy them—to charge forward on behalf of their children. There is no one who does not have something to give and to gain.

» So we come into this New Year braced and fortified by the past but with thoughts and energies concentrated on the future. The introduction to the recent report of the President's Commission on National Goals for Americans seems to speak directly to us of the P.T.A. in these words: "Our enduring aim is to build a nation and help build a world in which every human being shall be free to develop his capacities to the fullest."

» I hope you will read the "President's Message" in the January "P.T.A. Magazine," for it relates our organization more closely to "goals for Americans."

» Again, a happy and useful New Year.

Sincerely yours,

Karla C. Parker

MRS. JAMES C. PARKER, President
National Congress of Parents and Teachers

THE P.T.A. AND ALCOHOL EDUCATION

FOR MANY YEARS, as you may know, the National Congress of Parents and Teachers has had a deep interest in the physical, emotional, social, and economic effects of the use of alcoholic beverages. To study these complex problems as well as to spur public interest in the need for alcohol education in schools and communities, the National Congress in 1958 set up a special committee on alcohol education. Forty-three of the state branches have since followed suit, either by establishing an alcohol education chairmanship or by designating someone to be responsible for relaying pertinent informational materials.

Serving on the National Congress committee are the national chairmen whose committees have been intimately concerned with efforts to prevent and cope with the problems that arise from the misuse of alcohol: Mrs. Harold J. Gildea, Character and Spiritual Education; J. Ralph Brown, Citizenship; Helen M. Wallace, M.D., Health; Mrs. C. Wheeler Detjen, High School Service; Mrs. Ralph W. Frost, Juvenile Protection; William G. Hollister, M.D., Mental Health; Calvin H. Reed, Parent and Family Life Education; Mrs. P. D. Bevil, Safety; and Paul J. Misner, School Education. Mrs. A. Kenneth Spencer, National Congress secretary, is chairman.

At the suggestion of this committee, the *National Parent-Teacher: The P.T.A. Magazine* published four articles on alcohol education (March through June 1960), written by Herman E. Krimmel, director of casework services for the Cleveland Center on Alcoholism. Because this series has been termed "required reading for teen-agers, parents, and educators,"[1] the National Congress also put the material into a pamphlet, called *Thinking Straight About Drinking*. (Available from your state congress or from the National Congress for 30 cents a copy.)

P.T.A.'s will find these articles—in their magazine or in the pamphlet—an invaluable aid as they work to create "greater understanding of the illness that is alcoholism" and to "provide our children with personality strengths necessary to prevent problem drinking and alcoholism."[1]

[1]William G. Hollister, M.D., *Thinking Straight About Drinking*, Foreword.

PROGRAM IDEAS: DISCUSSIONS AND SPEAKERS

FOR P.T.A.'S, too, are these brief program ideas and suggestions, which were evolved by members of the alcohol education committee and tied to their particular areas of parent-teacher interest.

Character and Spiritual Education

• Panel: Moral Responsibility for Alcohol Education—Whose?

Home? Standards of home—whether or not alcohol is used and why. Help for the adolescent in his decision to drink or not to drink. Development of a sane and tolerant attitude, avoiding extremes as far as possible. Help for the youngster in developing the strength of character needed to withstand the temptation to go along with the crowd.

School? Moral responsibility to see that alcohol education is taught properly and at the correct age levels. Guidance for young people with problems due to alcohol. Supervision of school affairs and study of after-prom parties.

Church? Cooperation with the home in setting standards. Study of the question by young people's groups, using both the moral and spiritual approach.

Community? Responsibility for knowing and upholding laws and ordinances that relate to the sale of alcoholic beverages to minors. Establishment of *good* recreational facilities and closing of neighborhood "dives" that encourage the patronage of young people. Encouragement by the whole community of alcohol education in the schools; changing of attitudes where needed.

A panel such as this could emphasize that it is the moral responsibility of everyone to see that our young people know the facts about alcohol and can get help when they need it. The committee on character and spiritual education should see that this aspect is stressed in any program developed by the P.T.A.

Health

• Panel: The Health Approach to Alcohol Education

Panelists: Invite a local health officer or a staff member of your health clinic to describe and stress the effects of alcohol and tobacco uses on the body and in the physical development of youth. Questions and discussion, first by a group of teachers, parents, and teenagers and then by the audience, follow.

High School Service

• Panel: Is There a Need for Alcohol Education in Our Community?

This program might follow up a P.T.A. project on a youth code of conduct in which it was determined that drinking is a community problem. Be sure to plan for audience participation.

Panelists: A member of the local health board, on the effects of drinking on health; a member of the police traffic division, on the dangers of driving after drinking; a member of the local school administration staff, on what is being done in the school in alcohol education; if possible, a member of the state department of education, on state laws concerning alcohol education.

Moderator: A school counselor.

• Discussion: Teen-age Drinking in Modern Society, based on the article with that title by Herman E. Krimmel in the March 1960 *National Parent-Teacher: The P.T.A. Magazine*, or in *Thinking Straight About Drinking*.

Panelists: Three local officials or authorities, such as a public health officer, a professional mental health worker, a juvenile court officer.

Have a brief role-playing session, with a mother, a father, and a child acting out the incident on which this article is based. The discussion leader then has the audience break into small buzz groups to discuss (for no more than twelve minutes) how such an incident could be handled, the consequences of such conduct by youth, and some possible solutions.

A moderator calls for the findings of each buzz group, which are discussed by the panelists as they are reported.

Juvenile Protection

• Panel: Teen-age Attitudes Toward the Use of Alcohol

Panelists: Select persons in your community who can best help you find answers to such questions as. . .

1. Why do teen-agers taste or use alcoholic beverages? To experiment? To conform with a cultural background? To "keep up with the gang"? To indicate the coming of age?

2. Where do teen-agers secure information about alcohol? From parents? Teachers? Ministers? Friends? Advertising? Experimentation?

3. How can alcohol education best be included in the school curriculum? In sciences? In social studies? In health education? In physical education? In driver education?

Mental Health

• Panel: What Youth Knows About Alcohol

Panelists: The high school teacher and students who are currently engaged in alcohol education studies. Ask them to present information brought out in their class. Their five-minute presentations might include:

1. Extent of alcohol use.

2. Alcohol use and traffic safety.

3. Alcohol's effect on mind and body.

4. What youth thinks about alcohol education. (This talk should present the results of studies previously made in which youth determined their contemporaries' opinions and needs for facts about drinking.)

Moderator: An experienced school administrator or curriculum specialist who can, when necessary, interpret the school's responsibilities.

Safety

• Invite a judge or traffic officer to point up and discuss the number of accidents in the community (or wider area) involving drivers who had been drinking. Or a P.T.A. member could report on his own survey of such accidents in the community. Questions might center on the number of convictions following accidents and whether or not the police and the judges feel that the state laws and local ordinances are adequate.

• Ask a traffic court judge to give his views on "drunken driving."

• (At the junior and senior high school level.) Invite students to participate in a panel discussion on their attitudes toward driving and drinking or on how much information is given them about the "drunken driving" problem in the safety education program.

Make arrangements for a chemistry class to demonstrate the chemical tests for alcohol used in some states by law enforcement officers.

• Appoint committees to make studies of the "drunken driving" problem in the community. They would report at a P.T.A. meeting and complete the project by recommending action to be taken.

School Education

• A program might be built around a competent speaker who would explain what is meant by alcohol education and give suggestions on how home and school can prepare children to handle the drinking problem. A program for another meeting might follow up with a panel presentation by a carefully selected group of high school students, guided (and planned) by a highly qualified chairman.

PROGRAM IDEAS: FILMS[2]

THE FOLLOWING film bibliography was prepared by William G. Hollister, M.D., national chairman of Mental Health, and expanded by the committee on alcohol education. These films, too, if carefully previewed for effective discussion points, offer P.T.A.'s excellent program material.

***Alcohol and the Human Body.* 16mm., sound, 15 minutes, 1949.** (Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois)

This film describes different types of alcoholic beverages. Animated drawings show the action of alcohol in the body, including absorption, oxidation, and the effects of different levels of alcohol concentration. Changes in behavior resulting from alcohol in the blood are illustrated. A small part of the film devoted to treatment is disappointing because it omits any reference to psychological factors in the causation of, and recovery from, alcoholism.

***Alcoholism.* 16mm., sound, 20 minutes, 1952.** (Encyclopaedia Britannica Films, Inc., Wilmette, Illinois)

This film presents in detail the case history of an alcoholic, showing the progression from social to uncontrolled drinking. Emphasis is placed upon personality factors in the causation of alcoholism, and distinctions are drawn among different types of alcoholics and treatments. The role played by an interdisciplinary treatment team in a public clinic is demonstrated.

[2]Film rental information generally is available from one or more of several sources within a state: visual instruction departments of state universities or colleges; state departments of public instruction; and commercial distributors. Inquiries also might be addressed to the Film Library of the National Association for Mental Health, 267 West Twenty-fifth Street, New York 1, New York (midwest office, 614 Davis Street, Evanston, Illinois). When you make your inquiry, mention the name of the producer and/or distributor given with a film and explain the purpose for which the film will be used.

***David: Profile of a Problem Drinker.* 16mm., sound, 27 minutes, 1957.** (National Film Board of Canada. Distributed in the U.S. by Text Film Department, McGraw-Hill Book Co., New York 36.)

A young man of promise and talent descends from social drinking to alcoholism, the steps representing Jellinek's "profile." The disorganization of David's individual life and home relationships is seen through his wife's report to the physician whose help he seeks. Rehabilitation starts.

***Kid Brother.* 16mm., sound, 27 minutes.** (National Mental Health Film Board, 164 East Thirty-eighth Street, New York City)

A high school youth becomes intoxicated at an engagement party given for an older brother by his parents. The film develops the many factors related to the boy's experience, including his feeling of rejection, his need to prove himself an adult, and his parental model for drinking. It is suitable for third- and fourth-year high school students as well as adults.

***None for the Road.* Sound, 16 minutes, 1957.** (Distributed by McGraw-Hill.)

This film explores the sometimes tragic combination of teen-age drinking and driving.

***Teen-age Drinking.* 16mm., sound, 20 minutes.** (National Film Board of Canada, 680 Fifth Avenue, New York 19)

Some of the reasons why teen-agers drink are reported, together with types of drinking behavior. The ways in which teen-agers may learn the problems of alcohol are illustrated, including visits to a discussion group, to a clinic for alcoholics, and to an open meeting of Alcoholics Anonymous.

***Teaching Teen-agers About Alcohol.* 16mm., sound, 15 minutes.** (Distributed by McGraw-Hill.)

This film is directed especially to teachers. Several scenes illustrate the techniques of alcohol education that can be successfully applied in the classroom. The setting: a summer course in health education. The topic for discussion: the place of alcohol education in the classroom. Individual teachers express opinions and thus reflect their own insecurities about becoming involved in a controversial issue. The film demonstrates that it is possible to do a constructive teaching job without jeopardizing the role of the teacher. It reflects changes in popular attitudes toward drinking.

***To Your Health.* 16mm., sound, color, 10 minutes, 1956.** (Columbia University Press, New York City)

This outstanding film explains the nature of alcohol and its effects on the human body. It presents various reasons why people drink and a historical picture of the use of alcohol through the centuries. The question asked is: Will alcohol control us or can we control alcohol?

Looking for answers?

Come to Your National Convention

© *Randazzo and Morrison, Inc.*

• Auditorium Plaza in Kansas City, Missouri. At the far right is the Municipal Auditorium, scene of 1961 National Congress convention meetings. Covering a full block, the auditorium is in the heart of the downtown area and convenient to several hotels and to shopping and transportation facilities.

As WE GO ABOUT our P.T.A. business of strengthening homes, it is natural, from time to time, to need fresh insights, more information, and wise counsel. For example, wouldn't *you*—the P.T.A. president, officers, and committee members—be able to pursue your course with greater confidence if you could . . .

Broaden your understanding of the forces and changes—community, national, world—that are bound to affect your assignments in the sixties?

Delve deeper into the responsibilities of the parent-teacher partnership in the wise rearing and education of children?

Learn what research and experience have to tell you about children and how they may be guided toward healthy, happy, and productive lives?

Share the experiences of others whose aims are also your aims?

Build up your fund of P.T.A. know-how with new ideas for inspiring ever more active participation in P.T.A. plans, projects, and meetings?

P.T.A. members deserve expert answers to their questions, and they get them at the National Congress convention—from experienced parent-teacher workers and from authoritative speakers and consultants.

This year, in Kansas City, you will again find an abundance of problem-solving information that will help you enrich your P.T.A.'s contribution to the welfare of all children and youth.

National Congress Convention

Kansas City, Missouri

May 21–24, 1961

• **Watch for more details about the convention city and the convention program in future issues of the *National Congress Bulletin*.**

Toward Better TV Viewing

ALL OVER THE COUNTRY P.T.A. members are gathering in groups to discuss and evaluate television programs. But sometimes, reports Mrs. Arthur Skelton, national chairman of Audio-Visual Services, these informal groups are uncertain about follow-up action. (Mrs. Skelton stresses that such groups, whose primary interest is parent education, should not be confused with the specially designated groups that view and evaluate TV programs for the *National Parent-Teacher: The P.T.A. Magazine.)*

To help TV discussion groups, Mrs. Skelton makes these recommendations:

• **Use** the National Congress *Suggested Guides for Evaluating Comic Books, Motion Pictures, and Radio and Television Programs.* (Available from your state congress.)

• **Encourage** each member to write a thoughtful letter to the stations about good as well as objectionable programs and, when appropriate, to cite *National Parent-Teacher* evaluations to support his views.

• **Report** findings to your state audio-visual services chairman, who periodically summarizes them and sends them on to Mrs. Skelton. She in turn may forward them to the *National Parent-Teacher*, which, of course, is always eager for such information.

It would be well, says Mrs. Skelton, for discussion groups to go beyond the evaluation of TV programs and consider such significant questions as these: Who controls TV—the networks, the sponsors, the advertising agencies? What may we rightfully expect from TV? What responsibility do we, the people, have for making TV better? How can we develop intelligent viewing among young people and adults alike?

Mrs. Skelton reports that the board of directors of The National Parent-Teacher recently proposed that state bulletins wishing to give the widest possible circulation to "Time Out for Television" publish a few of the "Sentence Summaries." To reprint any of the TV evaluations themselves might possibly create copyright difficulties with a feature that was intended to be an exclusive service of the official P.T.A. magazine. Reprints of the "Sentence Summaries" from last year's issues are available for five cents a copy from the National Office.

THEMES REFLECT P.T.A. ACTION

THAT THE National Congress administration theme, "Strengthening the Home, Source of Our Nation's Greatness," is pointing the way to P.T.A. action—individual action in the home and collective action in the community—is clearly evident from a survey of state congress themes mentioned in recent state bulletins.*

Note, in the following list of state administration and/or convention themes, how many are closely associated with "Strengthening the Home, Source of Our Nation's Greatness."

ALABAMA: Better Communities Lift the Level of Learning

ALASKA: The Child in the New State

ARIZONA: The P.T.A.—Home and School Accepting Community Responsibility; New Frontiers

ARKANSAS: Strengthening the Home, Source of Our Nation's Greatness

CALIFORNIA: We Open the Door to New Frontiers for Children and Youth

COLORADO: From the Ground Up

CONNECTICUT: 60 Years of Vision and Action

DISTRICT OF COLUMBIA: Building Now for America's Crucial Years

EUROPEAN CONGRESS: Home and School United; Improving Today's Schools To Meet Tomorrow's Needs

GEORGIA: Children and Youth in Today's World

HAWAII: Emphasizing Parents, Their Role in Home, School, and Community

IDAHO: Looking In on Our Homes

ILLINOIS: Three Score and More

INDIANA: For Every Child. . . A Home with Lustre. . . A Community with Purpose. . . A World at Peace

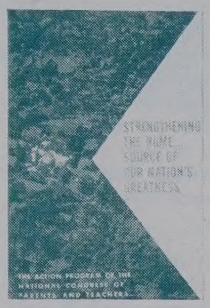
IOWA: Roots To Strengthen the Home

KANSAS: A Child Shall Lead Them

KENTUCKY: Action To Strengthen the Home in a Changing World—Your Responsibility

*When a theme is missing or is out of date, it's because the information wasn't available at the time of the survey.

ACTION PROGRAM BOOKLET



● In this 44-page booklet P.T.A. members find ample help for their task of carrying forward the national Action Program in their communities. The booklet may be ordered from your state congress or from the National Congress for 30 cents a copy.

LOUISIANA: The Challenge of Change

MAINE: Promote Welfare of Children and Youth

MARYLAND: Quality Education—Everyone's Obligation

MASSACHUSETTS: The Sixties: New Horizons for P.T.A.

MICHIGAN: A Citizen's Responsibility for Education in a Free Society

MINNESOTA: The Focal Point—Our Schools

MISSISSIPPI: The Role of P.T.A. in Mississippi in the Home—The School—The Community

MISSOURI: Quest for the Best

MONTANA: Building Firm Foundations Through Our P.T.A. Programs

NEBRASKA: Family Assignments for the Sixties

NEVADA: Quality Education in the Home, School, and Community

NEW HAMPSHIRE: Strengthening the Home, Source of Our Nation's Greatness

NEW JERSEY: Speak to Us of Children

NEW MEXICO: Strengthening the Home, Source of Our Nation's Greatness

NEW YORK: Developing Each Child's Potential for Responsible Living in a Free Society

NORTH CAROLINA: Strengthening the Home, Source of Our Nation's Greatness

NORTH DAKOTA: Progress Through Programs

OHIO: The Challenge of a New Decade

OKLAHOMA: A Climate for Growth—Physical, Mental, Social, Spiritual—For Every Child; Builders, Inc.—For Every Child's Every Need

OREGON: Strengthening the Home To Meet the Needs of the Individual

PENNSYLVANIA: We Pursue Excellence—Home, School, Community

RHODE ISLAND: Educating for Citizenship in a New Era

SOUTH CAROLINA: Building for Today's World

SOUTH DAKOTA: Security Through Family Living

TENNESSEE: Continuing Concerns for Children

TEXAS: Homes Create Community Strength Through Character Development

UTAH: The Pursuit of Excellence Through Improving Education and Family Living; Strengthen the Home. . . Your Responsibility

VERMONT: Time for Excellence

VIRGINIA: Promoting Opportunities for Children and Youth To Realize Their Full Potential

WASHINGTON: Together We Build—For Children and Youth

WEST VIRGINIA: Our Concern, Children and Youth; Educational Fitness—Physical, Spiritual, Mental

WISCONSIN: Advancing on New Frontiers by Strengthening the Home

WYOMING: Strengthening the Home; Through Education

NATIONAL CONGRESS BULLETIN
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A CHECK LIST

For Legislation Chairmen and Presidents

1. Has your association received its copy of the 1960–61 National Congress Legislation Program (reprinted from the October 1960 *National Congress Bulletin*)? Every year the National Congress sends a supply of current reprints to all state congresses in quantities large enough to provide a free copy for each local unit within a state. If your P.T.A. has not received a copy, please request it from your state office.

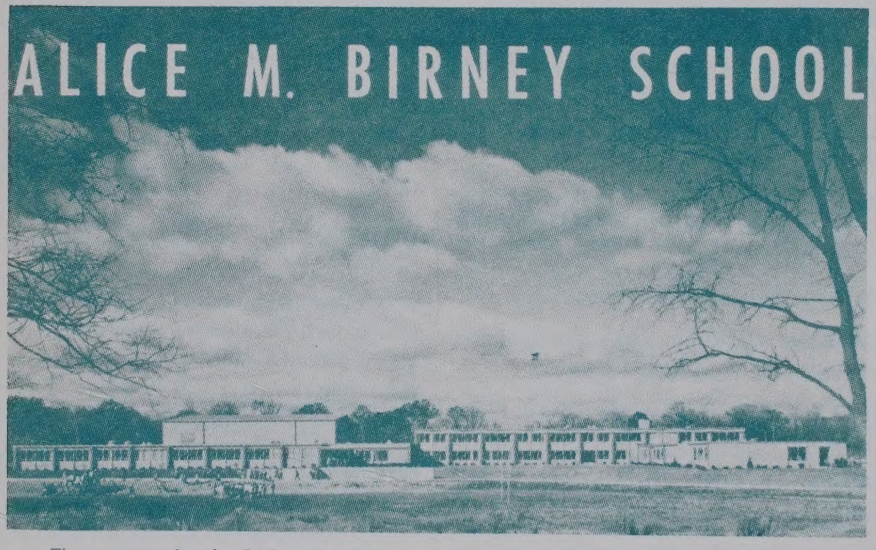
2. Has your association reviewed, studied, or taken some action on the 1960–61 National Legislation Program or at least on the italicized part of the education policy (3,b), which is the only one not yet approved by at least *thirty state congresses*?

3. Have you called the attention of your members to the "Priority Items" in the Legislation Program (proposed action based on approved policies), so that they will be prepared to take prompt action when called upon by your state chairman of legislation? Additional information on these items is contained in the statements made before Congressional committees last year by your national chairman of Legislation or by members of the Washington, D. C., committee on legislation. Perhaps you might write to your state congress president or legislation chairman for the information, since each has a copy of these statements on file.

4. Has your association also received its copy of the 1960–61 Legislation Recommendations for State Congresses? If not, please request your copy from the state office.

Mrs. Fred L. Bull
National Chairman,
Committee on Legislation

Honoring ALICE McLELLAN BIRNEY



The program for the Birney School dedication services wears this attractive cover.

A NEW SCHOOL—the Alice M. Birney Junior High School—was dedicated in Southfield, Michigan, on November 13, 1960. Because the school was named for the first president and Founder of the National Congress of Parents and Teachers, it was especially fitting—and a further tribute to the P.T.A.—that today's president, Mrs. James C. Parker, was asked to give the dedicatory address.

The special eight-page program for the event carried a picture of Mrs. Birney and a brief account of her life and accomplishments. The Birney P.T.A., already in action, conducted tours of the new building and offered refreshments.

• • •

February is the month when all P.T.A.'s will be honoring their Founders. Won't you please let the *National Congress Bulletin* know how your P.T.A. carries out its observance.

NATIONAL CONGRESS OF PARENTS AND TEACHERS
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MENTAL HEALTH PROGRAMS ON TV IN IOWA

IN THE WAKE of Child Guidance Week comes word that, beginning Saturday, January 7, the Iowa Congress of Parents and Teachers, the Iowa Mental Health Authority, and the Iowa Association for Mental Health will join forces in sponsoring a series of thirteen weekly telecasts on mental health over WHO–TV, Des Moines, Iowa.

The programs will feature mental health films selected from the list drawn up by William G. Hollister, M.D., national chairman of Mental Health, and published in the November 1960 *National Parent-Teacher: The P.T.A. Magazine.*

√ CHECK YOUR CALENDAR

National Children's Dental Health Week, February 5–11.

Boy Scout Week, February 7–13.

Founders Day 1961, February 17 (Have you received a copy of the Founders Day 1961 reprint? If not, get it from your state office, which also may have some of last year's reprints on hand.)

Brotherhood Week, February 19–26. For help in planning observances, write to the National Conference of Christians and Jews, 43 West Fifty-seventh Street, New York 19, New York, or call your local N.C.C.J. office.

1961 National Congress Convention, May 21-24, Kansas City, Missouri

LET'S MAKE IT 12,000,001 IN SIXTY-ONE!

P.T.A. BULLETIN BOARD

BRIEF ITEMS OF CURRENT INTEREST

FOR AND ABOUT P.T.A.'S

- **INGENIOUS USE** was made of the National Congress membership leaflet, *For Men Only*, at the men's breakfast during the Florida Congress convention. The breakfast program and menu were stapled inside the leaflet in such a way that the entire leaflet was still readable. Breakfasters agreed that the leaflet made a most colorful and appropriate program item.

- **AN "ENRICHMENT PROGRAM"** was inaugurated by the Middle Road P.T.A. (Hazlet, New Jersey) because the new school system couldn't afford special teachers. P.T.A. members interviewed and selected teachers and then set up Saturday morning classes in the most wanted subjects—instrumental music and dancing. A fee of fifty cents a lesson served to finance the program. The resulting enthusiasm of nearly 250 youngsters prolonged the program into the summer, and more courses are being added this year.

- **POSSIBLY UNIQUE** among P.T.A. fund-raising projects is one carried on in Feather River Canyon, California—scene of early gold rush activities and field for present-day P.T.A. "gold digging." Mining claims in the area are still being staked out by citizens, who, if they carry on certain improvements, may obtain ownership patents from the federal government. And herein lies P.T.A. opportunity: Men members contract with claimants to improve the mining stakes, their proceeds to be turned over to the P.T.A. The ladies' part in the project is strictly culinary—keeping the working men happy with hot food and coffee.

- **AN OPERETTA,** condensed from Humperdinck's *Hansel and Gretel* and presented by the Pashley P.T.A. (Ballston Lake, New York), reaped a resounding three-way reward—funds for the unit and cultural and educational benefits for the whole community. The cast, composed of adults and one fifth-grade class, was accompanied by an orchestra made up of both adults and high school students. So hearty was the response that the P.T.A. believes an annual tradition may have been created.

- **A TWO-DAY PILOT WORKSHOP** for parent education chairmen was held in Wisconsin's Fourth District by the state congress in cooperation with the University of Wisconsin at Milwaukee. To train leaders to conduct study-discussion groups and to promote parent education in P.T.A.'s, members of the University faculty and the state congress' board of managers emphasized both the techniques of leadership and the parent's role in educating his child.

- **THE PARENT-TEACHER CODE** adopted at the Hastings (Nebraska) Junior High School incorporated the suggestions of both students and their parents. Students' viewpoints (expressed in questionnaires and in class discussions led by student council representatives) and parents' ideas (assembled at a P.T.A. meeting) were coordinated by a P.T.A.-appointed committee of student council officers and adults. The resulting code was presented at a student convocation and was followed up by a questionnaire, which helped to clear up any misconceptions parents and students may have had about the code.

• Student council officers, parents, and teachers work together on the Hastings Junior High School code-building committee.

(See article immediately above at right.)

• Parked near the building where the Oklahoma Congress held its general meetings, this Oklahoma state library bookmobile provided conventioneers with close-up views of an important state library service.

• **A HANDBOOK** of "big ideas for little people" was published by the Mercer Island (Washington) Preschool P.T.A. in 1949. A little more than ten years later, Mercer mothers, who were the original writers and compilers, got together again to bring the material up to date and to add new ideas. The outcome, *Preschool Pointers*, covers such topics as play activities, handicrafts, and "a check list for trip-takers."

• **MORE THAN 3,300 CALLS** were made by the membership committee of the Arsenal Technical High School P.T.A. (Indianapolis, Indiana) in its efforts to enroll members. The committee also took along some P.T.A. "calling cards"—membership leaflets, a special letter from the principal, and a map-directory of the school campus.

• **TO HELP THE PUBLICITY CHAIRMAN** of the Woodland Park P.T.A. (Anchorage, Alaska) get pictures of school and P.T.A. activities, the unit purchased a camera with flash attachment, which may be used by teachers and other P.T.A. members. The unit supplies films and bulbs, and local newspapers process the film for prompt publication of newsworthy pictures.

• **ATTENDANCE AT MEETINGS** of the Alexandria P.T.A. (Kentucky) increased after the unit started to run a series of films for children concurrently with the meetings.

• **TWO VIETNAMESE ARMY OFFICERS** were unexpected guests at a meeting of the Taylor Center Elementary P.T.A. (Taylor, Michigan). The men, on a tour of ordnance installations in the United States, had been dinner guests at the home of a P.T.A. member. The evening's scheduled program was shortened so that the visitors could talk about Vietnam and its schools.

• **A SERIES** of parent education meetings, arranged according to grades, was designed by the parent education chairman of the Hubbard School P.T.A. (Chicago, Illinois). Parents "in each grade" discussed topics suggested by the teacher—topics that served to develop ideas on how teachers and parents could cooperate best for the benefit of the children.

• **THE INTEREST FINDER** used by the Briggs Elementary School P.T.A. (Florence, South Carolina) disclosed that child development and guidance ranked first as a preference in program topics. By popular request, the initial discussion—by a minister, a staff member from the local mental health center, the high school counselor, and the elementary school principal—was continued at a later meeting.

• **HERE INDEED IS THE GOOD NEIGHBOR POLICY!** When the Ridglea West P.T.A. (Fort Worth, Texas) learned that some of its members would be transferring to a brand new P.T.A. of a new school in the area, it decided to help the "baby unit" off to a good start. At the very first meeting of the Waverly Park P.T.A. (the new unit) the Ridglea West president was on hand to deliver a sizable check, a gift from her members.

• **TO PUBLICIZE ITS MEMBERSHIP ENROLLMENT,** the membership chairman of the King School P.T.A. (Van Buren, Arkansas) arranged for a special 25-minute radio program, which was aired over a local station. The program, called "Presenting P.T.A.," featured a panel discussion by five persons. Also highlighting membership in the unit were a thirty-day series of radio spot announcements and one five-minute TV showing.

• **AFTER-SCHOOL SPANISH CLASSES** are sponsored by the P.T.A. of the Grand Avenue Elementary School (Phoenix, Arizona) two days each week. The teachers, undergraduate students majoring in language and education, are supplied by the Arizona State University. Last year nine classes were held, with an enrollment of 135. The unit looks forward to the time when the school curriculum will include such language training.

• **THE PARENTS' HANDBOOK** prepared by the Maury Elementary School P.T.A. (Fredericksburg, Virginia) is a veritable encyclopedia of information about the Fredericksburg school system—the school, its staff, policies, and practices; and the P.T.A., its officers and committees. A message from the principal in the front of the booklet invites parents to be active in the P.T.A. and expresses gratitude to them for having "entrusted your finest possession to us."

• **THE SUCCESS** of the Adelia Williams P.T.A. (Mobile, Alabama) in achieving 100 per cent membership last year was attributed by its membership chairman to this procedure: At the first P.T.A. meeting of the year—an open house—a P.T.A. room representative was stationed in each classroom, ready to enroll every parent who came in to visit the class.